

History for 7-11 year olds

How We Used to Live: Tudor Times

Activity Book



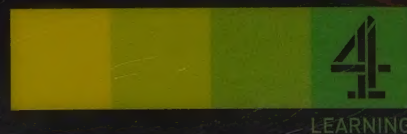
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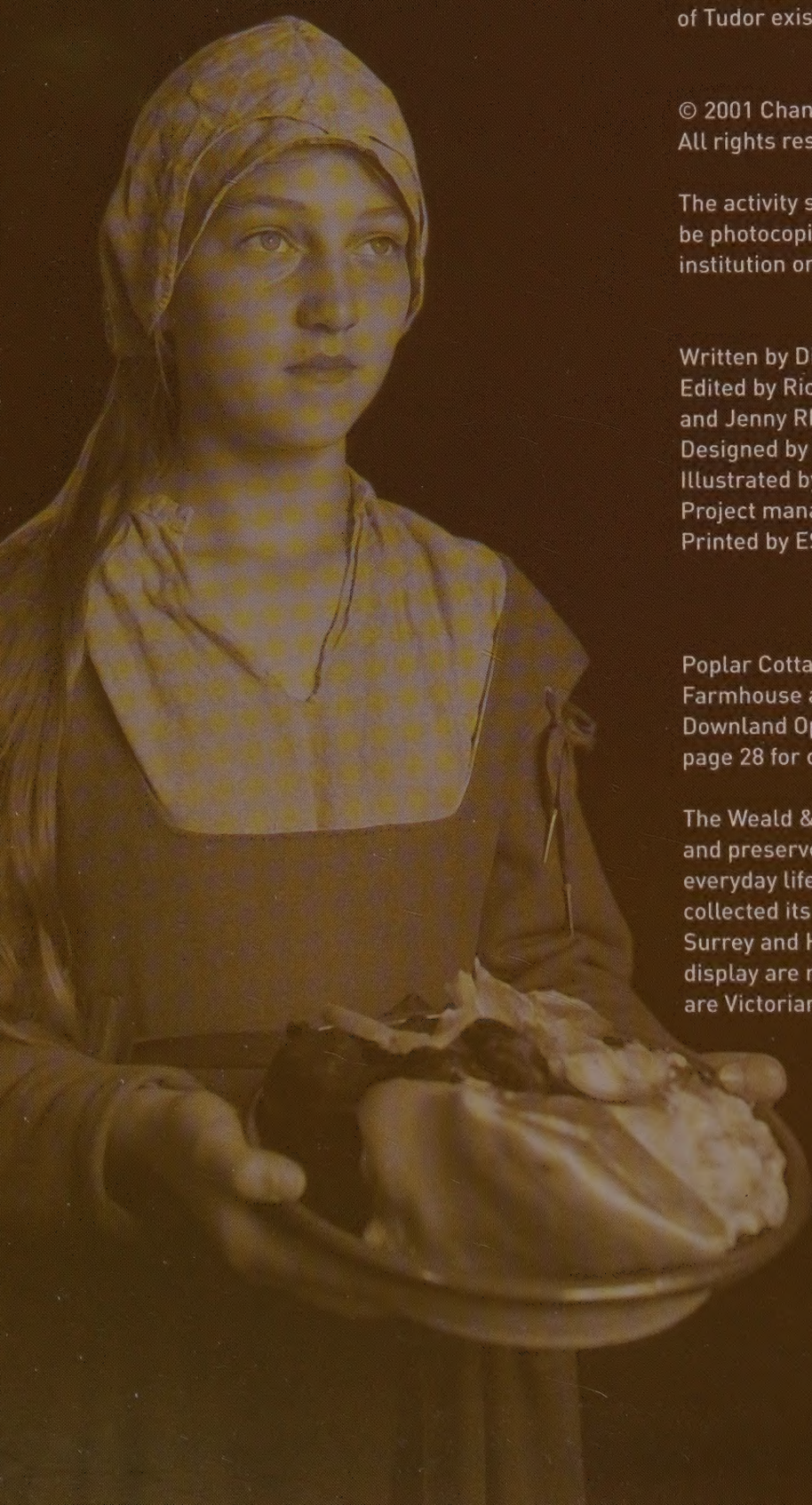
Members of the public are welcome to borrow one blue label item at a time.

Loan period may vary.

At peak times this item may be reserved for University of Worcester students.

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How We Used to Live: Tudor Times

This activity book has been created to accompany the history series **How We Used to Live: Tudor Times** produced by Real Life Productions for Channel 4.

The series is designed to support the QCA scheme of work: unit 8: 'What were the differences between the lives of rich and poor people in Tudor times?' The reactions of modern-day children to the drudgery and inequalities families faced, bring to life the realities of Tudor existence in a way no history book can.

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Written by Dinah Starkey
Edited by Rick Hayes, Kath Hancock
and Jenny Rhys
Designed by CornerHouse Design
Illustrated by Sarah Dempsey
Project managed by Sam Munday
Printed by ESP Colour

Poplar Cottage, Pendean Farmhouse and Bayleaf Farmhouse are exhibit buildings at the Weald & Downland Open Air Museum. See Places to Visit, page 28 for contact details.

The Weald & Downland Open Air Museum records and preserves the buildings of the traditional everyday life of south-east England. The Museum has collected its 45 exhibit buildings from Kent, Sussex, Surrey and Hampshire. The earliest buildings on display are medieval and the most recent – so far – are Victorian.

Return on or before the last date stamped below.

RESOURCE AREA

13 NOV 2006
 CANCELLED

CANCELLED
 13 FEB 2007

13 FEB 2008

Notes for the Teacher: Additional resources

Activity Sheet 7: Hatfield House

Activity Sheet 8: Poplar Cottage, Weald & Downland Open Air Museum

Activity Sheet 9: Bayleaf Farmhouse, Weald & Downland Open Air Museum

Activity Sheet 10: Inventory from a rich household

Activity Sheet 11: Inventory from a poor household

Places to Visit

Key

for younger children

for older children

We are always pleased to receive constructive comments and suggestions about both the series and the support materials. Please write to **Rick Hayes**, Education Officer at 4Learning, PO Box 444, London SW1P 2WD.

All Channel 4's programmes for schools are subtitled on Teletext for the deaf and hearing impaired.



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University of Worcester
 Peirson Building
 Henwick Grove, Worcester WR2



Using the Programmes

What was it like to live in Tudor times? How did people think and feel? What sounds would they have heard? What did it smell like? In this unit of three programmes, **How We Used to Live: Tudor Times**, modern-day children find out exactly how they would have coped with the problems of Elizabethan life as they travel back in time to share the experiences of three different households in the spring of 1587.

The series is designed to support the QCA scheme of work: unit 8 and the programmes provide the perfect starting point for role play and drama in the classroom. They also offer rich opportunities for developing literacy skills through imaginative writing, for information retrieval and for making comparisons between fact and fiction.

Learning objectives

- to find out about the distinctive features of life for country people in Tudor times
- to find out about the attitudes and beliefs of people who lived then
- to recognise that life was not the same for everyone in Tudor times
- to identify some of the ways in which the experiences of rich and poor differed
- to recognise some of the changes that took place in the period

Careful preparation ensures you get the most out of your viewing. Try to make time to:

- read through the programme notes and familiarise yourself with the background information
- collect information books and pictures relating to Tudor times
- find out as much as you can about Tudor houses in your own locality, gathering photographs and postcards for use in extending the ideas introduced in the series

The activities

In this booklet you will find activity sheets designed to support and extend ideas introduced in the programme.

Those marked with a  are suitable for younger or less able children. Use those marked with  to extend older or more able children.

The fact sheets are designed to give the children further information about aspects of life shown in the programmes. They can be used in many different ways, particularly to develop literacy skills, speaking and listening. See the facing page for some suggested strategies.

Before viewing

It is important that children take an active part in viewing. One way to develop an enquiring approach is by briefing your class before each programme to look out for information about one particular theme or issue. Older children may wish to make notes on the chosen theme as they watch.

While viewing

These programmes are full of fascinating details which can be missed on first viewing, so you may find it helpful to go back to certain sections and watch them again, with a particular question in mind.

For example:

Programme 1

What were the sleeping arrangements in the farm labourers' cottage? How many beds were there? What did they use for bedding? Where did they store their possessions? Children could make labelled drawings to show all the details they noticed.

Programme 2

Look at the clothes worn by the different characters. Turn off the television and ask children to make a quick sketch of each character, drawing in all the details of their clothing they can remember.

Programme 3

How many rooms were there in the bailiff's house? How many different materials were used in the house and its furnishings?

After viewing

The suggested activities enable you to check on the children's literal recall and unravel some of the more complex issues alluded to during the programmes.

Children will readily suggest ways in which Tudor life in general differed from our own, but they may need help to spot the differences in the lives of the rich and poor people featured in the programmes because diversity of experience within a period is a more advanced concept. Focused discussion after the programme, together with the follow-up activities suggested in this booklet, will help to raise their awareness.

School Resource Area

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National Curriculum Links

England

Key Stage 2

Study unit 2: Life in Tudor times

Wales

Life in Wales and Britain in Tudor Times

Study of an historical theme: Houses and households, food and farming

Scotland

Environmental Studies 5–14: Social Subjects:

Understanding people in the past

Primary 4–6: Renaissance, Reformation and the age of discovery

QCA History scheme of work: unit 8: What were the differences between the lives of rich and poor people in Tudor times?

Key question: What was different about the lives of people in Tudor times?

Activity sheet 2: Spot the difference 

Key question: How comfortable were the lives of rich Tudor people?

Activity sheet 9: Bayleaf Farmhouse 

Page 28: Places to Visit

Key question: What can inventories tell us about the lives of people at this time?

Activity sheet 10: Inventory from a rich household 

Activity sheet 11: Inventory from a poor household 

Key question: What was life like for poor people in Tudor times?

Fact sheet 2: Poor people

How different were the lives of rich and poor people?

Activity sheet 5: Rich and poor 

Using the fact sheets

Choose pupils to take on the role of people in the programme. Those children should read the fact sheet and then respond, in role, to questions from other members of the class. (Speaking and listening)

Compare information given in the fact sheet with that obtained from the television programme and from other reference books. (Identifying different kinds of text, collecting information from different sources)

Use one of the fact sheets as the basis for a piece of imaginative writing such as a paragraph of an historical novel. (Using details to establish settings and characters)



Notes for the Teacher:

Programme 1

Programme outline

Freddy and Holly have travelled back through time to join the household of Henry and Catherine, poor farm labourers who work for the lord of the manor. It is 1587 and Holly's family are on the tramp, making their way to London in search of work. The bailiff gives them work and lodgings with Freddy's family. But Holly's mother and younger sister are showing signs of sickness and it soon becomes clear that they have brought with them a life-threatening disease, the sweats.

As Holly and Freddy struggle with the many skills involved in helping to run a Tudor household, Freddy's father falls ill in his turn and is threatened with the sack because he cannot work. Holly's sister dies and her parents, closet Catholics, send for a priest to perform the last rites. But he is a Protestant and instead threatens them with a fine if they fail to turn up for church on Sunday.

Freddy's mother, Catherine, calls in the apothecary to treat her husband, but Holly's family are too poor to afford such a luxury and, instead, the children are sent to barter for a herbal remedy from a wise woman at the local market.

Worn out with hard work and the insecurity of life in Tudor times, both children are heartily glad to return to their own world at the end of the programme.

Learning outcomes

- to look at the houses and lifestyle of the poorest people in Tudor times
- to explore attitudes to health, hygiene and beliefs

Before viewing

Locate the programme in time. Relate it to previous periods studied.

(For example: these people lived before the Victorians but a long time after the ancient Egyptians.)

Talk about the different roles and status of people who lived in Tudor times – kings and queens, lords and ladies, writers such as Shakespeare and people who lived in the town and country. The people who feature in this programme are very poor.

While viewing

Look for clues that tell us this is a poor household. (For example: clothing, furniture, and work.)

Who are the most important people in this village? (The bailiff, the priest and the apothecary.) How can you tell?

After viewing

Ask the questions:

Why did Holly's mother try to keep her illness a secret?

Why was the priest reluctant to help the family after Mary's death?

Why did the bailiff think Henry was to blame for getting the sweats?

What do these incidents tell us about the attitudes and beliefs of the time?

Activity sheet 1: Time machine (See page 7)

Immediately after the programme, get the class to close their eyes and take themselves on the same journey as Holly and Freddy, back into the past. What can they see, hear, smell and feel?

You can extend this activity by marking out an imaginary plan of the cottage and its surroundings in the school hall, or other large space. Ask children to take on the role of one of the characters and move to an appropriate place (for example, the kitchen, the garden or the bailiff's house).

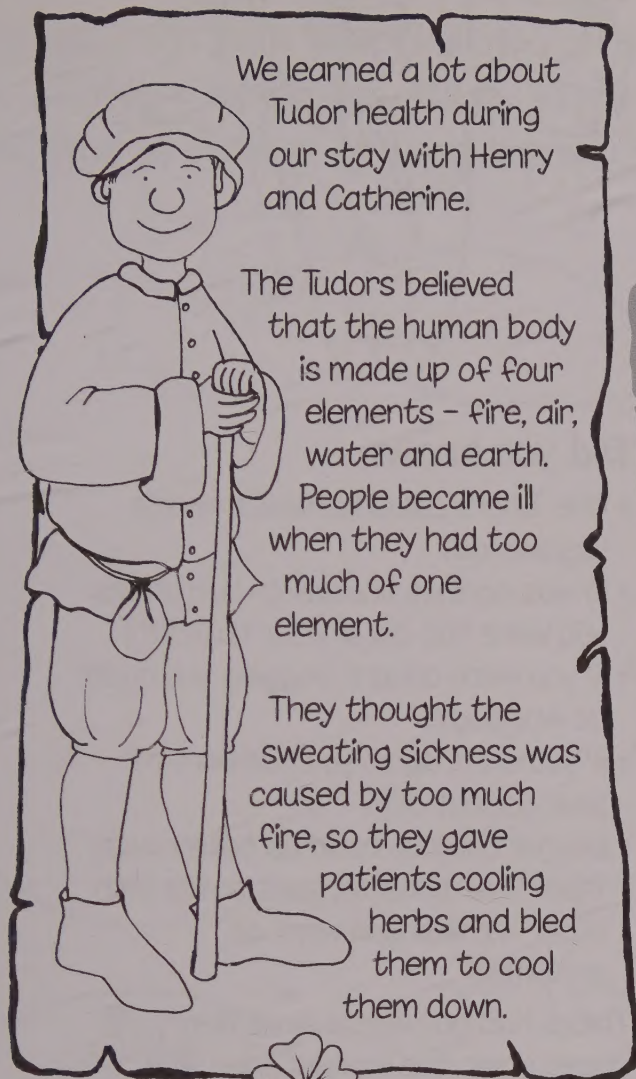
On a signal, the children freeze to make a tableau. They could be asked to speak their thoughts, still in role.

Activity sheet 2: Spot the difference (See page 8)

Brainstorm all the differences between life for the family in the programme and our own lives today. Then, as a group, highlight the most important. Younger children will probably focus on concrete details relating to clothing, food, etc. Encourage older children to think about differences in beliefs, attitudes and social structure.

Finally, use the activity sheet to record results.

Medicine and disease



We learned a lot about Tudor health during our stay with Henry and Catherine.

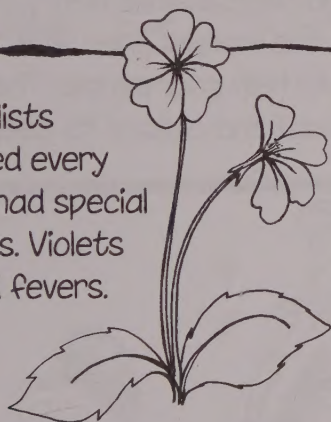
The Tudors believed that the human body is made up of four elements - fire, air, water and earth. People became ill when they had too much of one element.

They thought the sweating sickness was caused by too much fire, so they gave patients cooling herbs and bled them to cool them down.

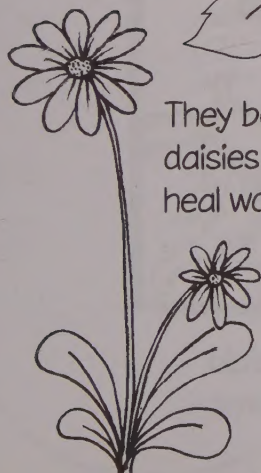
This is the herbal remedy we tried on Holly's mother.

'Take of Rosemary Flowers an ounce, Violets, Liquorice, of each six drams [a dram is about 1 gram], Cloves, Nutmegs, Cinnamon, Ginger, Mace, Wood of Aloes, Cardamom, Dill, of each four scruples [an apothecary's unit of measurement, equivalent to 20 grains]. Make them into powder according to art. The dose is half a dram, you may mix it with honey.'

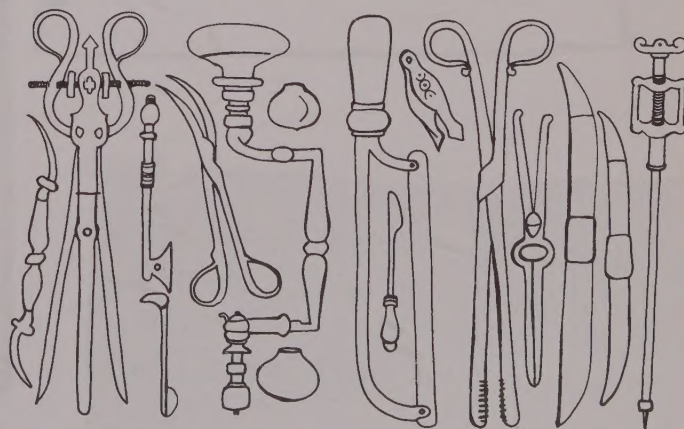
Herbalists believed every plant had special powers. Violets cooled fevers.



They believed daisies could heal wounds.



The sweating sickness was an illness rather like flu. The old people in the village said it used to be even worse in the time of the old king, Henry VIII.



Here are some of the tools the apothecary had in his bag.

Poor people



My mum and dad lost their jobs. They used to work on a farm. But the landowner decided he would make more money if he fenced in his land and kept sheep instead. He sacked all the farm workers and turned them out of their houses.

It happened to lots of people in Tudor times and there wasn't a thing they could do about it. They called it 'the enclosures'.

My dad decided we would work our way to London. He'd heard there were lots of jobs there. We had to walk because we'd no money to hire a cart so we were really glad to find work and a place to stay at Poplar Cottage.

But then we had to move on and I didn't know what we were going to do. I found out a lot about the lives of poor people and none of it was good.

Did you know:

- the Tudors called homeless people vagabonds?
- it was against the law to beg unless you were too old or poor to work?
- if you were caught begging you could be whipped?
- if you did it again you had part of your ear cut off?
- beggar children could be taken away from their parents, sent to live with other families and work as servants?

Things had got worse since Henry VIII closed down the monasteries. The monks used to help poor people. They gave them food and a place to sleep.



Hark, hark, the dogs do bark
the beggars are coming to town.
Some in rags and some in tags
and some in a velvet gown.

Some Tudors believed they should help beggars by giving them alms - food or money.



Time machine

Name:

Date:

Imagine that you are Holly. You have travelled back into the past, using a time machine. Write down in the bubbles all the different things you can smell, hear, see and touch.

sounds

smells

sights

textures



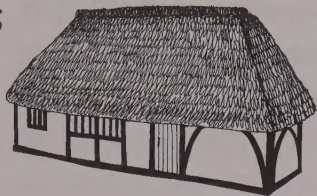


Spot the difference

What were the most important differences between Tudor Times and now?

How did they affect the lives of people in Tudor times?

Houses



Clothes



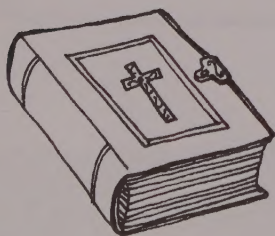
Food and drink



Work



Beliefs



Attitudes



Notes for the Teacher:

Programme 2

Programme outline

Modern schoolchildren, Phil, Michaela and Josh, have left their classroom to join in the life and work of a Tudor farmhouse in the 1580s.

Peter and Jane are yeoman farmers and are wealthy enough to employ additional farm help and a domestic servant. Yeoman farmers were members of a class of small freeholders who cultivated their own land. While the oldest son, Phil, learns the skills he will need to run the farm, his younger brother, Josh, struggles with mathematics and Latin verbs as he prepares to enter the local grammar school. Michaela's mother is in service with the family and she is anxious that Michaela should receive a good training in the finer points of housewifery.

Each of the children finds their lot hard. Phil, struggling with the backbreaking work of picking stones and tending the stock, envies his brother who is to go to school. But Josh finds learning hard and cannot manage his work, despite the ever-present threat of a flogging. Michaela sees a life as a servant mapped out before her and recognises that she will have no say in the matter.

When the three of them return to their own time, they take with them a far from rosy picture of life in Tudor England.

Learning outcomes

- to look at the lifestyle of a prosperous farming family in Tudor times
- to compare the differing experiences of work and education among the people of the time

Before viewing

Recap on the previous week's programme, which featured the life of very poor people. What problems did they face? What was their house like? Who can remember what possessions they had? This programme is about a family who are somewhat better off.

While viewing

Look for differences in lifestyle between the two families.

Look for differences in the experiences of the three children.

After viewing

Talk about what children in your class want to be when they grow up. Contrast this with the limited choice available to Tudor children.

Which of the three children had the worst deal? Which was the most fortunate? Discuss this, emphasising that there is no right answer.

Activity sheet 3: At the grammar school (See page 12)



To extend this activity, mount the picture on a sheet of A3 paper and ask the children to draw bubbles, writing in them what the scholars and teachers might be thinking. This could be developed into a drama activity.

Activity sheet 4: The farmer's year (See page 13)



A number of farming manuals still survive from Tudor times and they suggest that seasonal activities were:

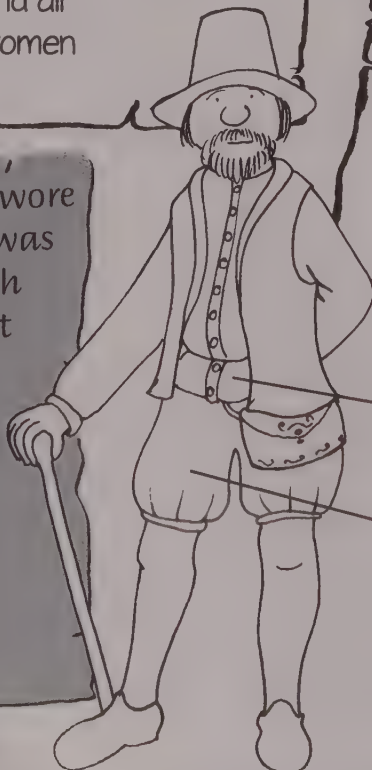
- spring: sowing, lambing, milking and cheese making (This continued throughout the summer.)
- early summer: hay making, sheep shearing
- autumn: harvest, killing the pigs
- winter: ploughing, clearing ditches

Clothes

We didn't dress like rich people, but there was still a lot of work in looking after our clothes. We had to make them for a start. We spun the wool and wove it into cloth. I tried to learn to spin, but I wasn't much good at it. The cloth was a bit itchy because it was really hard to spin fine, smooth thread.

It was a lot of work making clothes, so they had to last. I only had two outfits - one for every-day and one for best. I wore a woollen dress with an apron over the top and a smock underneath - that was like a thin shirt. In the winter we wore thick, woollen stockings - knitting them was one of my jobs! And, of course, we had to wear a cap. It was called a coif and all respectable women wore them.

Phil and his dad wore a doublet - that was a short jacket with buttons. The short padded trousers that went with them were called trunk hose. They wore them over their stockings - a bit like Superman.



ruff



I heard that the queen and her court wore dresses covered with jewels and one lord paid the price of a small farm for a single suit!

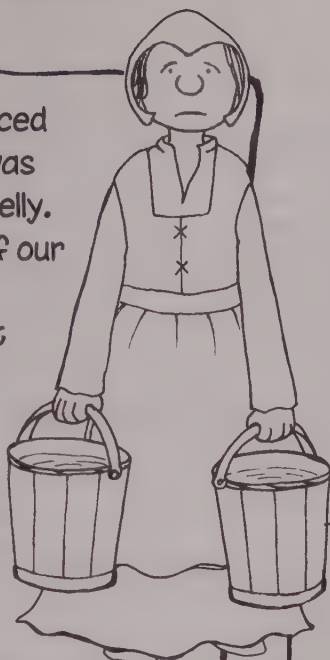
Eleanor liked to dress like a grand lady. She wore a ruff - and I had to starch it. A ruff was a little collar that went round your neck. Nobody else wore them - they were too much trouble to wash and set. We wore plain collars made of linen - Eleanor should have done the same. Mind you, I heard that in London there was a fashion for ruffs the size of cartwheels. They took three hours to starch and set and they collapsed in the first shower of rain, so I guess they were for really rich folks.

doublet

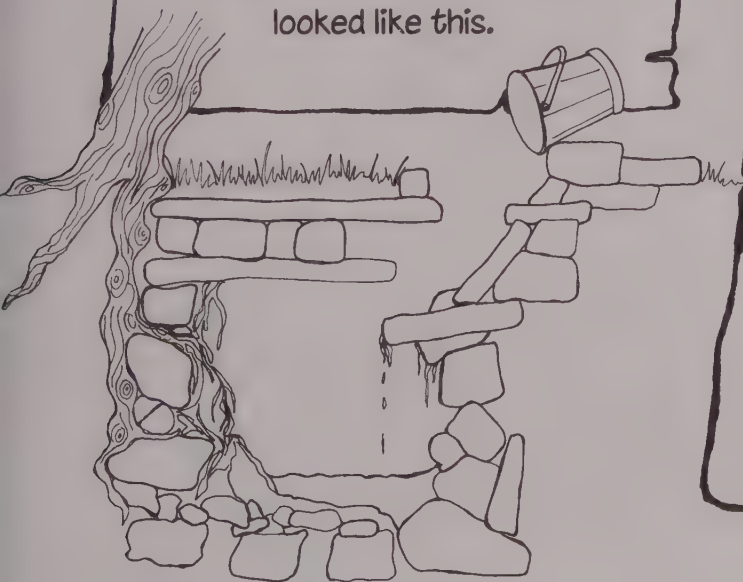
trunk hose

Keeping clean

One thing we all noticed about Tudor times was that it was a bit smelly. Mum and I spent half our time washing and cleaning but it didn't seem to help. No washing machines, no soap powder – no running water even! It's not surprising that the houses – and the people – ponged a bit.



Washing up was bad enough. We had to fetch the water from the well, heat it up over the fire and pour it into a basin. We used sand or plants called horsetails to scrub the pans clean: then we had to get rid of the dirty water. We took it back outside and poured it into a sink. No, not the kind you're thinking of! Our sink was in the back yard and looked like this.



Laundry day was a nightmare. Everybody wore underclothes made of linen and they all had to be washed. We soaked them in tubs and bashed them with paddles to get the dirt out: then we soaped them. We made our own soap – that was another nasty job. To bleach the linen to make it white we had to use human wee! Not very nice, I know, but it worked. In summer we could spread the washing on bushes to dry but in winter it hung around and dripped for days. We did a big wash once a month and that was plenty, believe me.

Cleaning the house was a real headache. We tried everything we knew to get rid of the fleas – wormwood, alder leaves, glue and any other ideas we heard about. But they always came back. I've still got bites all over me.



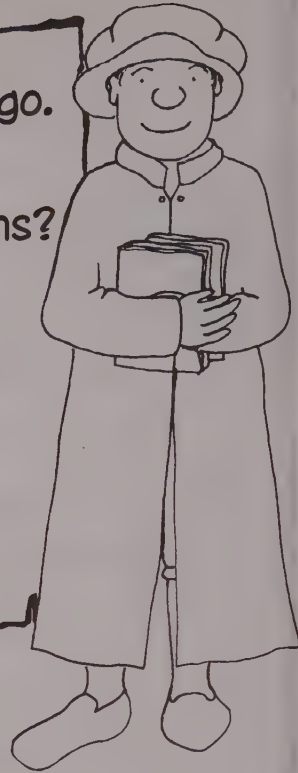
Name:

At the grammar school

Date:

When I saw this picture I wasn't sure if I really wanted to go.
Can you find:

- a boy being beaten because he hasn't learned his lessons?
- boys learning music?
- boys reading to a teacher?
- little boys reading from horn books (boards with a few simple words on them)?
- an ink horn?
- a birch (a bundle of twigs used for beating boys) and there are two of them!





Name:

The farmer's year

Date:

We had to work hard all year round but there were different things to do in each season. See if you can guess which is the right season for each of these farming activities. There are some clues to help you.

Ploughing the fields
Sowing wheat
Harvest time
Lambing
Milking and cheese making
Sheep shearing
Killing the pigs
Hay making
Cleaning out ditches

The first Monday in January was called Plough Monday.

Most young animals are born in the spring.

Ditches can flood in the winter, so they had to be cleaned out.

Cows give the most milk in the spring and summer.

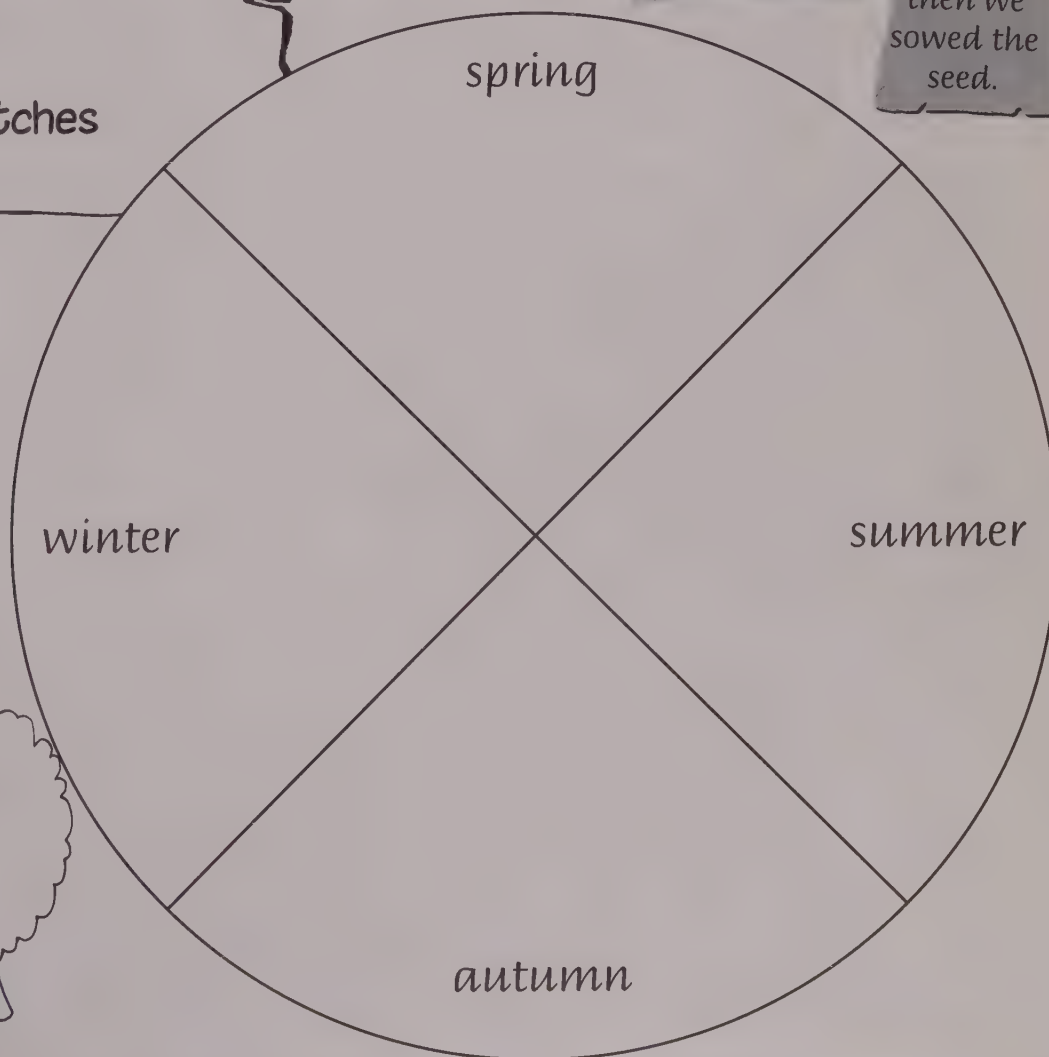
In Tudor times, there wasn't enough food to keep all the animals through the winter.

You can't shear sheep in cold weather. They'd catch cold.

Harvest festival was usually in September or October.

Hay making came before harvest.

First we ploughed the land: then we sowed the seed.



Notes for the Teacher:

Programme 3

Programme outline

It is 1587, and in Spain, Philip II is preparing to launch his great Armada. In Sussex, modern schoolchildren, Nell and Greg, have joined the household of the local bailiff. Nell is his daughter and her brother, John, is getting ready to join Queen Elizabeth's army.

Greg is the son of the bailiff's servants and there is plenty for him and Nell to do as they get ready for a feast to celebrate John's betrothal. John's godfather, a prosperous London merchant, has been invited with his wife, and Greg and Nell are kept busy preparing for the visit. Nell buys food for the feast and gets the rooms ready while Greg, the servant, has the harder and heavier chores to do, cleaning out the toilets and killing and plucking the goose.

A travelling musician has been invited to play and the best pewter is set out, but the feast does not go as planned. Greg's father gets at the bailiff's best wine and ends up, drunk, in the village lock-up. John reveals that he has got his betrothed with child and has no intention of enlisting until the baby is born.

With the great day in ruins, Greg and Nell slip away, thankful to return to their own century after their experience of Tudor life.

Learning outcomes

- to look at the houses and lifestyle of a middle-class family in Tudor times
- to compare the life of rich and poor looking at differences in diet, work and entertainment

Before viewing

Recap on the two previous programmes and discuss differences in the lifestyle of the characters in Programme 1 and Programme 2. Discuss details of their clothes, furniture and food. This programme is about a family who are quite well off.

In what period is the programme set? Look for clues that tell us what is happening in the wider world.

While viewing

Look for clues that tell us this is a wealthy household. (For example: clothes, furniture and work.)

How does the life of members of the family differ from the life of their servants?

After viewing

Who can guess when the programme was set? Who was on the throne? In fact it is May of 1587, a year before the launch of the Armada. The apricots and tobacco, brought from London, are two of the new discoveries of Tudor explorers such as Drake, Raleigh and Frobisher.

Activity sheet 5: Rich and poor

(See page 17)



By Tudor times, the gap between the lifestyle of rich and poor was widening. While poor people continued to live much as their ancestors had done in the Middle Ages, wealthy households enjoyed considerable comfort. Thus the very poor family featured in Programme 1 possess just four items of furniture – a table, a long bench, a stool and a bed. Their few utensils are made of wood. The bailiff's family in Programme 3 live in a large house with a hall, a parlour, a private room with a privy, and a buttery which was used for storage. They use pewter plate and well-made dishes of glazed pottery. Children could consult the detailed plans for each house shown on pages 24 and 25.

Activity sheet 6: The good housewife's day

(See page 18)



The extract in Activity Sheet 6 is taken from Thomas Tusser's *Five Hundred Points of Good Husbandry*. This edition was published in 1580 and the many reprints suggest that the book was a real bestseller in Tudor times.

Get the children to work in pairs; ask them to read out the text and then re-read it, substituting the modern equivalents given in the glossary for the original text. Go through it as a class. What does it tell us about life in Tudor England? How do Tusser's recommendations match with life as shown on the television programmes? Finally write a translation in modern language.

Table manners

If you wanted to get on in Tudor society you had to know how to behave at a grand dinner. Mum and Gran had been at it for weeks, drumming it into me how to behave. And there was a lot to remember! Here are a few of their tips – just in case you get invited to dine with Queen Elizabeth the First!



You had to wash your hands before the meal.

In Tudor times it was polite to help yourself, with your fingers, from a common dish.

If you fished out the best bit with your dirty hands, it would put everyone else off.

You should offer the dish to the person next to you before you helped yourself.

It was rude to root through the dish looking for the best bit.

You should use a napkin. You could lay it over your left shoulder, or your left wrist.

I was told to hold the cup with both hands when I wanted a drink. When you had finished, you had to wipe the rim before you put it back on the table.

When you'd finished chewing the meat off your bones, you were to put them in a special plate on the table (called a voiding dish).

You must not throw them over your shoulder for the dogs.

You shouldn't scratch, or pick your nose or do anything else to put your fellow diners off.

These tips come from a Tudor book of manners. Can you work out what they mean?

'If spitting chance to move thee so
thou canst it not forbear
remember do it modestly
consider who is there'

'Meat nor drink thou not spill
But set it down both fair and still
Keep thy cloth clean thee beforen
And bear thee so thou have no scorn'





Nell was lucky. Her family was rich and they could eat as much as they liked. They had breakfast and two big meals every day. Farm workers ate the same thing day in and day out – bread, vegetables and a little bit of meat if they were lucky.

Even the bread was different. Nell's family ate manchet – that was a soft, white bread with a lovely, crisp crust. Poor people ate dark rye bread. It was heavy and took a lot of chewing. When the hens were laying they might have an egg or two and sometimes they might have had curds – that's a bit like cottage cheese. That was only in the summer, of course. There were no eggs or milk in the winter.



Half the things they ate I've never even heard of. Look at these fruit. Have you ever tasted them?

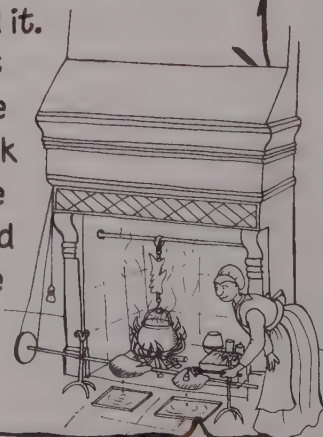
Nell and her family could have as much meat and fish as they wanted in the summer, but it had to be smoked or salted to make it last through the winter. Mum used lots of spices and thick, highly flavoured sauces to make it taste better. The bailiff's favourite was green sauce with ginger, cloves and green herbs. But the spices cost even more than salt so he couldn't have it every day.

You've never seen as much food as they had at that feast! There were oysters, fried fish, chicken with lemons, smothered rabbit, spinach tart and a spice cake and pudding called a syllabub made with cream and wine – that was just one course!

Pottage

There wasn't really a recipe because poor people just put in anything they had, but this is what you had to do:

Fill a big pot half full of water and put it on the fire to heat up. Add cut-up vegetables – carrots, leeks, onions and dried peas and beans till the pot was nearly full. If you had a bit of bacon, or your dad had caught a rabbit, that went in too and you could put in grain to make the pottage thick. You then added salt, if you could afford it. (Even the coarsest sort was very expensive.) The pottage was left to cook on the fire all day till the vegetables were soft and it had gone thick. You ate it with rye bread.





Rich and poor

Name:

Date:

The three programmes show you the way of life of our three families. What differences have you noticed in their lifestyles?

			
The house	Poplar Cottage: Freddy's family	Pendean Farmhouse: Phil's family	Bayleaf Farmhouse: Nell's family
Chimney			
Fireplaces			
Kitchen			
Inside toilet			
Furniture			
Work			
Clothes			
Food			



Name:

The good housewife's day

Date:

Did you know the Elizabethans had their own books of household hints? One of them was written in rhyme. Here are some of the hints.

Read them through, then write them out again in your own words. Leave blanks if you are not sure of the meaning of a line.



Get up in the morning as soon as thou wilt
with overlong slugging good servant is spoilt
call servants to breakfast ere day star appear
a snatch to wake fellows but tarry not here
Keep dairy house cleanly, keep pan sweet and cold
Keep butter and cheese to look yellow as gold
Maids wash well and wring well, to beat you know how!
If any lack beating I think it be you.
By noon let your dinner be ready and neat
Let meat wait for servant, not servant for meat.

Bedtime

In winter at nine and in summer at ten
to bed after supper both maidens and men
In winter at five o'clock servant arise
In summer at four is ever good guise.

Glossary

slugging: staying in bed
ere: before
snatch: a bit
tarry: hang around
maidens: girls
ever good guise: always a good plan

Notes for the Teacher:

Additional resources

The resources in this section will help you to undertake the activities in the QCA scheme of work.

Activity sheet 7: Hatfield House

(See page 23)

Hatfield House, the childhood home of Queen Elizabeth I was remodelled a few years after her death in 1603. The plan shows just one storey - the first floor. Points to notice are:

- The house is much bigger than those featured in the series.
- It possesses a long gallery.
- The King and Queen have separate suites of rooms, including the state rooms (the great chambers) and private rooms (the withdrawing chambers).
- The great hall occupies two storeys.

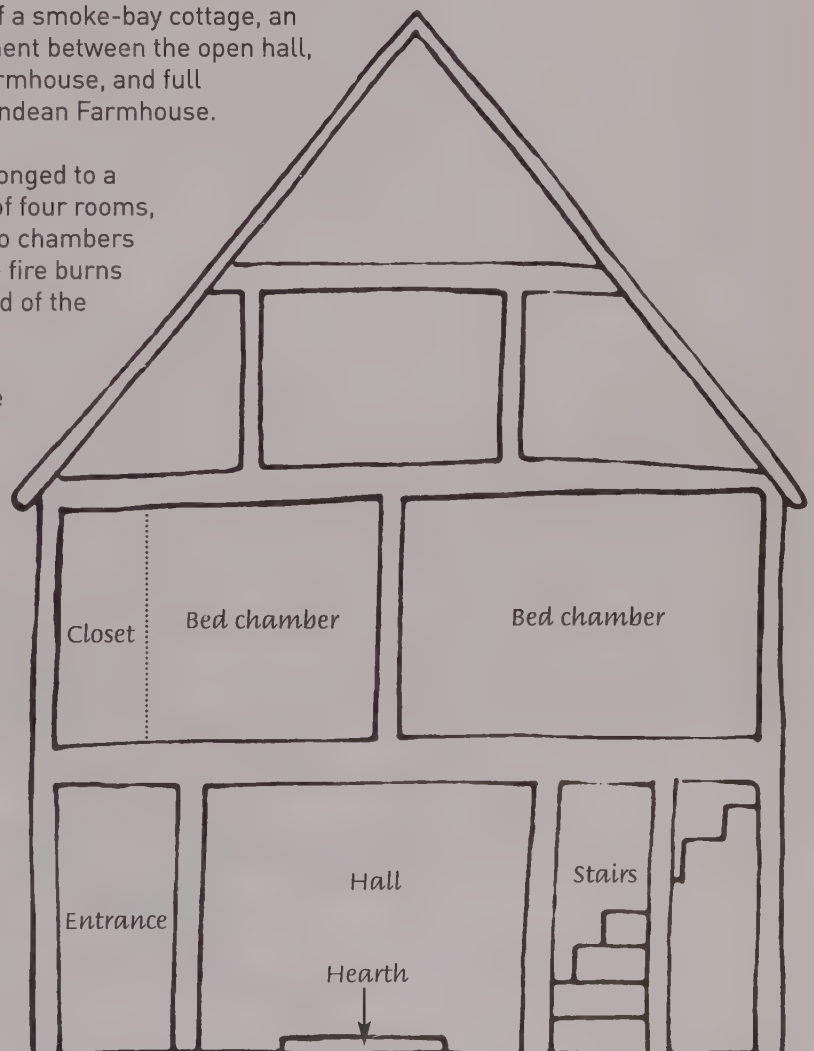
Activity sheet 8: Poplar Cottage, Weald & Downland Open Air Museum

(See page 24)

Poplar Cottage is an example of a smoke-bay cottage, an intermediate stage of development between the open hall, in buildings such as Bayleaf Farmhouse, and full chimneys in houses such as Pendean Farmhouse.

This building probably once belonged to a landless labourer. It consisted of four rooms, two on the ground floor with two chambers above. There is no chimney; the fire burns in a 'smoke bay' at the gable end of the cottage. Besides the furniture mentioned in the activity sheet, there is a basket of logs, simple wooden bowls for preparing food and a sheepskin and pillow on the bed.

We have very little information about the housing of the poor. To demonstrate this, ask children to look through information books. How many rooms of rich people can they find? How many rooms of poor people? Why is there more evidence about rich people's lives? How does this affect our interpretation of Tudor life?



Activity sheet 9: Bayleaf Farmhouse, Weald & Downland Open Air Museum (See page 25)



This was probably built in the fifteenth century, so it would have seemed old-fashioned to the characters in the programme. The house is timber framed and it consists of an open hall with rooms off it. There is no chimney: the fire probably burned on the hearth and smoke escaped through gaps in the roof tiles. The windows are unglazed and there is no kitchen. It is possible that cooking took place in a detached building, to avoid the risk of fire.

The hall

This was the focus of family and domestic life. The area nearest to the door was for less important members of the household. The upper end was reserved for the master and his family and this was where the dining table stood.

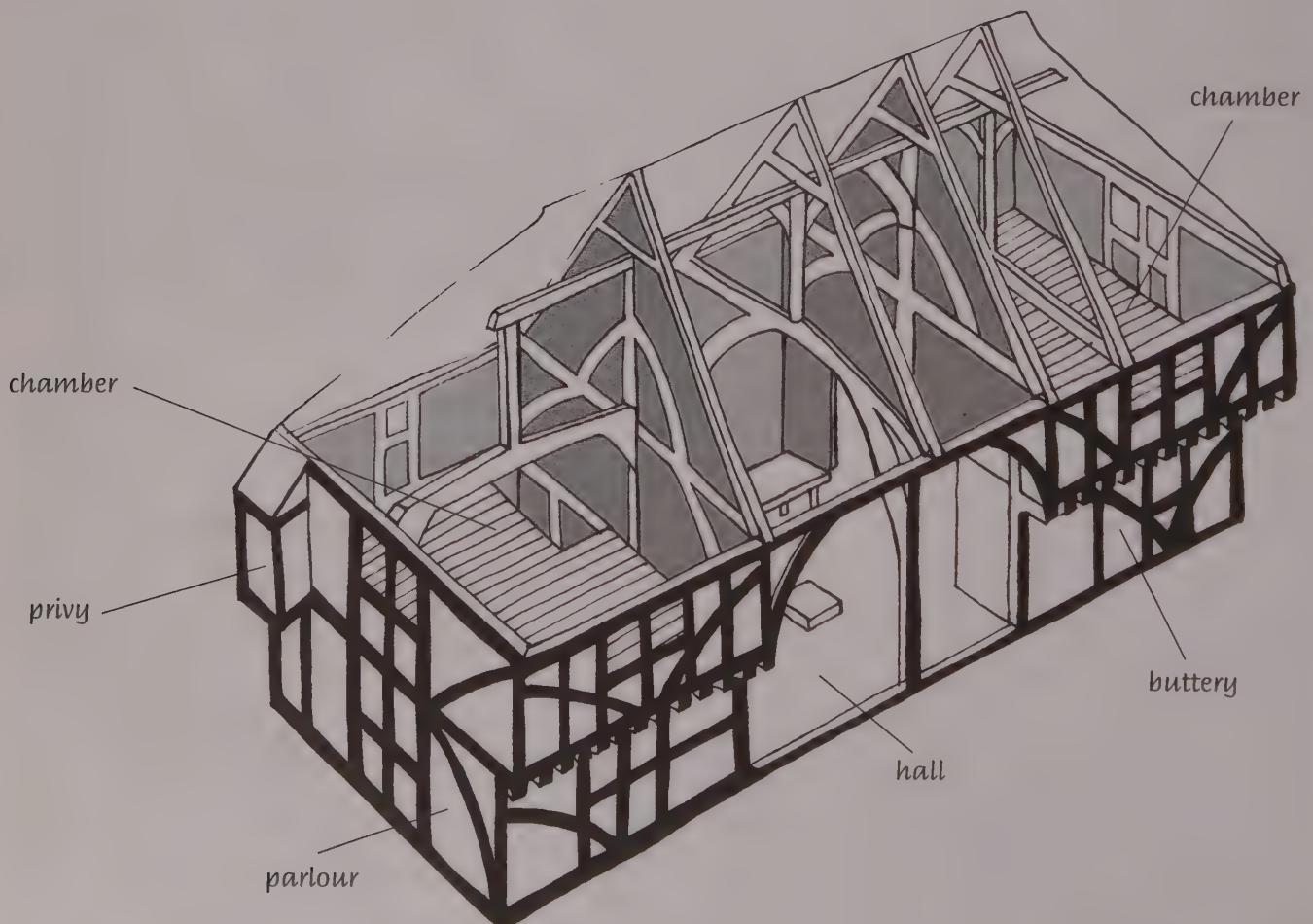
Parlour

This was a multi-purpose room where members of the family worked and played.

Best bed chamber

This was the room where the master and his wife slept along with their younger children. It is well furnished and has its own garderobe, or toilet.

The rooms on the right of the entrance were used by less important members of the household. The buttery was used mainly for storing vessels, utensils and beer; the name deriving from the use of 'butts' or barrels for beer. The milk house stood next to the buttery. It was used for butter and cheese making, for storing flour and salting meat.



Activity sheet 10: Inventory from a rich household

(See page 26)

This extract is taken from the inventory of Lacock Abbey in Wiltshire. Room 1 was the hall and Room 2 was one of the bedrooms.

Room 1 was large and could accommodate several people. In the Middle Ages the hall was used for a variety of purposes, so dining tables consisted of a trestle and board which could be dismantled when a meal was over. A joined table, by contrast, was a fixture. They became increasingly popular in Tudor times and were a sign of status.

The andirons (metal struts on which logs could be rested), the fire fork and tongs make it clear that the room had a fire. Nine pieces of hangings suggest that the room was still draughty.

When making a room plan, it will help children to remember that the fireplace is probably on an outside wall and that dining tables were often arranged in a T-shape with high status guests sitting along the cross piece of the T, close to the fire. They would have used the walnut chairs. Less important people sat further away from the fire on long forms (benches).

Room 1

- 1 joined table of walnut wood
- 1 trestle table
- 1 cupboard
- 1 long form
- 5 shorter forms
- 5 walnut chairs
- 1 pair of iron andirons
- 1 fire fork and tongs
- 1 curtain and his rod
- 2 pieces of hangings of the story of Sampson
- 4 other hangings of birds and beasts
- 3 other little pieces

Room 2

- 1 joined bedstead
- 1 quilt and a mat
- 1 feather bed
- 2 bolsters and a pillow
- 1 blanket and a rug
- Hangings of green cloth

The household plate – the metal cups and dishes – constituted an important part of its wealth. In this inventory they are listed, and valued separately, as follows:

- A nest of gilt bowls with a cover weighing 68 and three quarter ounces £22 18s 4d
- Three great salts all gilt with no covers £19 7s 4d
- One little trencher salt 1s 4d
- One round salt with a cover garnished with crystal and agate £12
- One standing cup with a cover all gilt £13 6s 0d
- One gilt tankard with a cover garnished with scorpions £8 9s 3d
- Two little beer cups with one cover £6 5s 6d
- Three gilt goblets with no covers £14 8s 0d

The items were assessed by weight and it is clear that some of them were quite valuable. They would have been put on display in the hall or dining room on special occasions, just like the pewter dishes belonging to the bailiff's household.

The 'salts' are salt cellars. They were status symbols. Salt was expensive and it was presented in intricately worked containers which were brought out for feasts.

Activity sheet 11: Inventory from a poor household

(See page 27)



Clement Pearce was a farmer. His total goods were valued at £26 4s 6d (£26.25) so, although not particularly prosperous, he was not desperately poor.

Children could list the rooms in his house and decide which of the three houses shown in the programme is the most similar to his. They might use the plan of Bayleaf Farmhouse to create a plan of this house, labelling the different rooms.

Compare the contents of the hall, in each of the two inventories. What does this tell us about the way of life of rich and poor in Tudor Britain?

By the time this inventory was compiled, bedsteads were common. But it hadn't always been the case. A Tudor writer, William Harrison, records old men of his village remembering how things had changed in their lifetime. They spoke of lying on straw pallets covered only with a sheet and homemade coverlet, and with a log under their heads instead of a pillow.

But, by the end of Queen Elizabeth's reign, most well-to-do people had at least one bedstead and many, like Shakespeare, could boast more than one. It was customary to share a room and the care taken to list both a bed and a bedstead suggests that this was the case here. The

householder and his wife probably slept in the bedstead while the second bed may have been a truckle – a small one that could be pushed out of sight during the day time.

Inventory

A true and perfect inventory of the goods and chattels of Clement Pearce of Grasely...

His wearing apparel with money in his purse.

In the chamber over the hall one bed, one bedstead with covering, three pairs of sheets, two chests, one little table.

In the little chamber, one bed and bedstead with a covering.

In the hall, one table, one cupboard, three old chairs, one joint stool, eight small dishes of pewter, three porringers, six spoons, two small kettles, two skillets, one warming pan, one spit.

In the buttery, a little oven, three tubs, four little barrels.

A quarter of wheat

A little stack of oats with an old pan

A small stack of hay

An old cow and a little bullock

Seven sheep

A mare and a colt

An acre of planted wheat

Two little pigs

End of inventory

The furniture listed in this inventory is typically simple. A cupboard was originally just that – a board on which cups were hung. In late Tudor times it was more often closed in and was generally used to store food. Sometimes the door was lined with a piece of hair cloth, to keep the flies out. The cupboard stood in the hall but the farmer and his family used chests to store most of their goods.

Pewter was becoming fashionable and the six small dishes are a sign of modest prosperity.

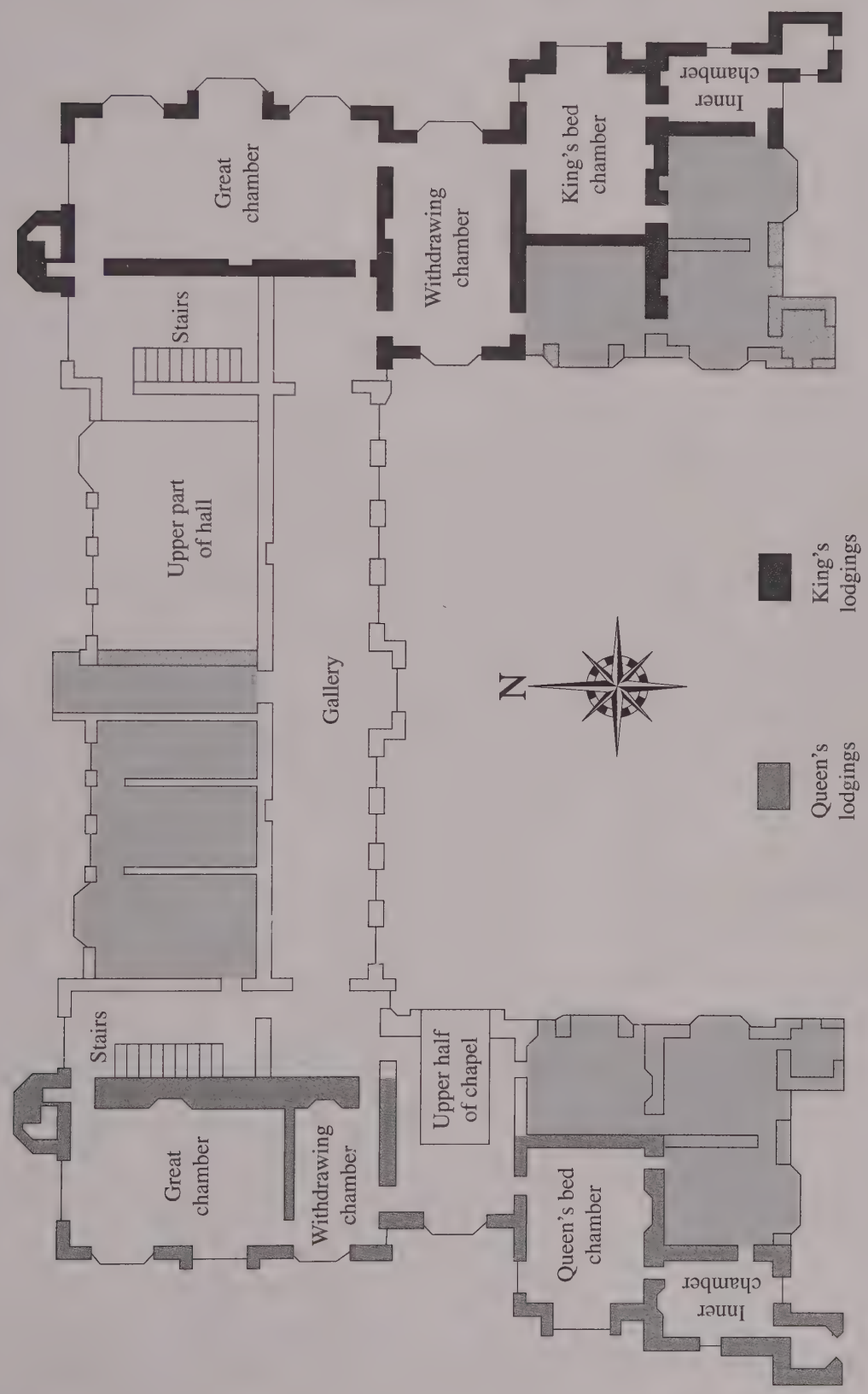


Hatfield House

Name:

Date:

This is a plan showing part of a very grand house.
Queen Elizabeth I lived here. How does it differ from the houses
you saw in the television series?





Name:

Date:

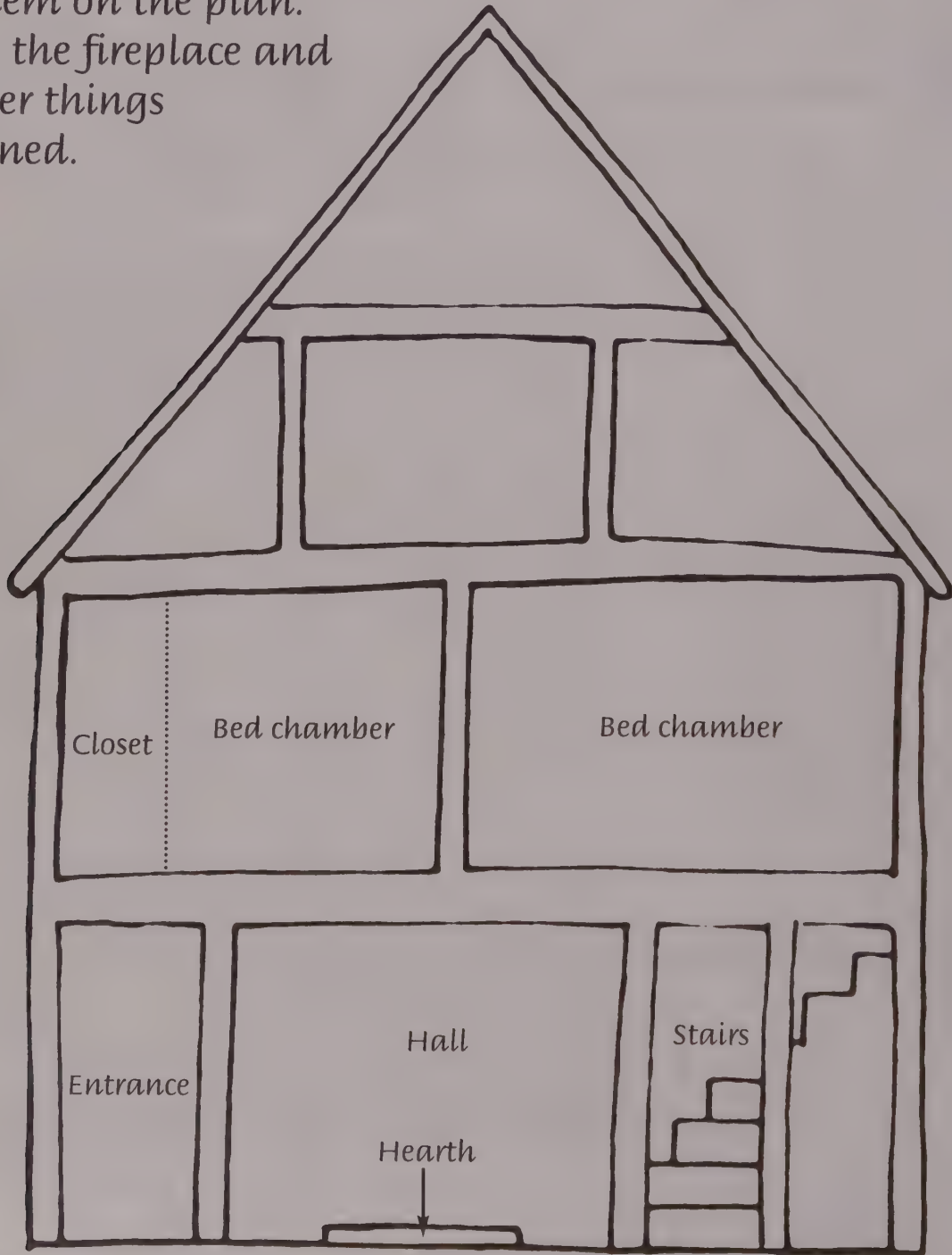
Poplar Cottage, Weald & Downland Open Air Museum

A farm labourers' cottage

Freddy's family only owned four pieces of furniture: a table, a long bench, a stool and a bed.



Can you remember where these items went?
Draw them on the plan.
Draw in the fireplace and
any other things
they owned.

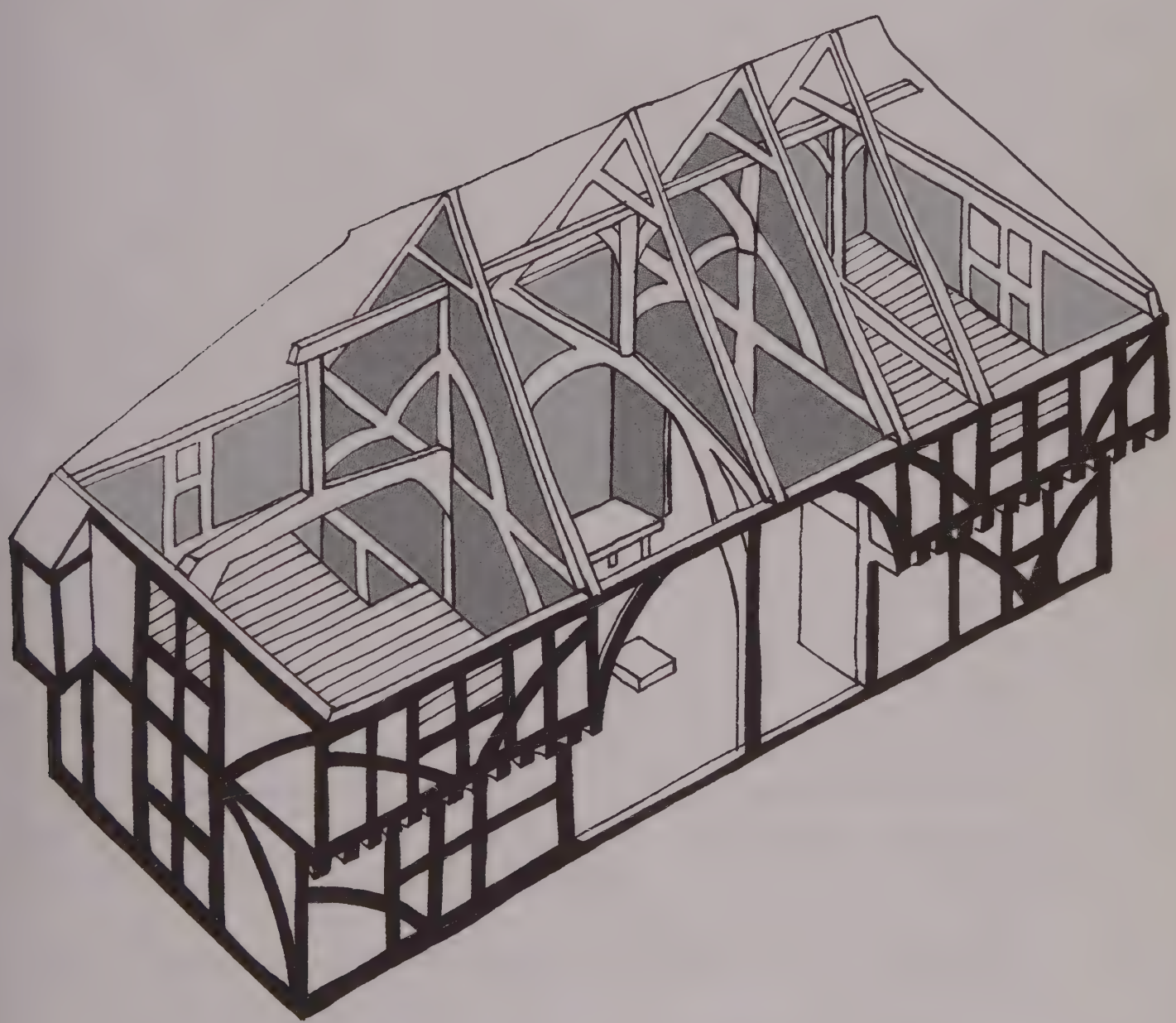




Bayleaf Farmhouse, Weald & Downland Open Air Museum

The bailiff's house

Find these rooms and mark them on the drawing: the hall, the parlour, the buttery, the two bed chambers and the privy.





Name:

Inventory from a rich household

Date:

When someone died in Tudor times, a list was made of everything the person owned. It was called an inventory. This is part of the inventory for a rich man who died in 1587. It lists the furniture in two of the rooms of his house. Can you guess what each room was used for?

Room 1

- 1 joined table of walnut wood
- 1 trestle table
- 1 cupboard
- 1 long form
- 5 shorter forms
- 5 walnut chairs
- 1 pair of iron andirons
- 1 fire fork and tongs
- 1 curtain and his rod
- 2 pieces of hangings of the story of Sampson
- 4 other hangings of birds and beasts
- 3 other little pieces

Room 2

- 1 joined bedstead
- 1 quilt and a mat
- 1 feather bed
- 2 bolsters and a pillow
- 1 blanket and a rug
- Hangings of green cloth

Glossary

joined: nailed together by a carpenter

trestle table: a table that could be folded up and put away

form: bench

andirons: metal bars put in the fireplace to hold logs of wood

tongs: a tool for picking up burning logs

hangings: embroidered cloths which hung on the walls

bolster: a long pillow

Draw a picture of the first room showing how the furniture might be arranged.

Is there a fireplace in this room?



Inventory from a poor household

This inventory lists the possessions of a poor man, who died in 1584. How do you think he earned his living?

Draw a plan of the house, showing the furniture listed in this inventory.

Inventory

A true and perfect inventory of the goods and chattels of Clement Pearce of Grasely ...

His wearing apparel with money in his purse.

In the chamber over the hall, one bed, one bedstead with covering, three pairs of sheets, two chests, one little table.

In the little chamber, one bed and bedstead with a covering.

In the hall, one table, one cupboard, three old chairs, one joint stool, eight small dishes of pewter, three porringers, six spoons, two small kettles, two skillets, one warming pan, one spit.

In the buttery, a little oven, three tubs, four little barrels.

A quarter of wheat

A little stack of oats with an old pan

A small stack of hay

An old cow and a little bullock

Seven sheep

A mare and a colt

An acre of planted wheat

Two little pigs

End of inventory

Glossary

Chattels: possessions

Wearing apparel: clothes

Chamber: room

Joint stool: stool that has been nailed together

Porringer: dish

Skillet: frying pan

Spit: iron bar used to hold meat while it was roasting

Buttery: room where beer, cheese and butter were stored

Mare: female horse

Colt: young horse

Acre: a measure of land

Places to Visit

North East

Barley Hall, York (01904 610275)
Visit Barley Hall to enter the life of a medieval household in 1483 – just two years before the Tudor dynasty began

Shibden Hall, Lister Road, South Ofram, Halifax
HX3 6XG (01422 321455)
History detective activities and hands-on investigation led by characters in role

North West

Gainsborough Old Hall, Parnell Street,
Gainsborough, DN21 2NB (01427 612669)
Drama and role play including the re-enactment of the feast held in honour of Henry VIII on his visit to Gainsborough Old Hall

Ordsall Hall Museum, Ordsall Lane, Ordsall,
Salford, M5 3AN (0161 872 0251)
Award-winning living history workshops for KS2 pupils studying the Tudors

London and the Midlands

The Geffrye Museum, Kingsland Road, London E2
8EA (020 7739 9893)
Free entry to this museum includes a visit to the Tudor herb garden and an interesting education programme

Avoncroft Museum of Historic Buildings, Stoke
Heath, Bromsgrove, Worcestershire, B60 4JR
(01527 831 363)
Workshops include Tudor homes, some living history events

East

The Elizabethan House Museum, 4 South Quay,
Great Yarmouth (01493 855746)

Kentwell Hall, Long Melford, Suffolk, CO10 9BA
(01787 310207)
Schools workshops and Tudor recreations

South East

The Weald & Downland Open Air Museum,
Singleton, Chichester, 01243 811348 (information);
01243 811459 (schools bookings).
Offers a wide range of hands-on activities for school groups linked to the Tudors and day-long winter workshops on Rural Tudor Life. Teachers' pack and museum guide book available
email wealddown@mistral.co.uk

South West

Ufton Court, Green Lane, Ufton Nervet, Reading,
Berks RG7 4HD (0118 983 2099)
Extend your visit using the education pack which provides a range of suggestions for role play and drama using this beautiful Tudor house

The Red Lodge, Park Row, Bristol (0117 9211360)
Beautifully preserved small town house.
Educational facilities available

Wales

The Museum of Welsh Life, St Fagan's, Cardiff, CF5
6XB (02920 573500)

The Tudor Merchant's House, Quay Hill, Tenby,
Wales (01384 842279)

Scotland

For general information and an education pack on Scotland in Tudor times, contact Marion Fry,
Historic Scotland, Longmore House, Salisbury
Place, Edinburgh, EH9 1SH (0131 6688 732)

Stirling Castle, Stirling,
SK8 1EJ (01786 450000)



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History for 7–11 year olds

How We Used to Live: Tudor Times

Activity Book

What was it like to live in Tudor times? How did people think and feel? How did the lives of rich and poor people differ? This activity book is based on the Channel 4 unit of three programmes in which modern-day children find out exactly how they would have coped with the problems of Elizabethan life as they travel back in time to share the experiences of three different households in the spring of 1587.

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